

RESOURCE NOTE 2

Eight intelligences inventory

Name of student:

Mark rarely (R), sometimes (S), or frequently (F) for each statement

Verbal/Linguistic	R	S	F	Body/Kinaesthetic	R	S	F
Likes to read			✓	Good sense of balance			✓
Has an extensive vocabulary			✓	Well coordinated		✓	
Enjoys word games and puzzles		✓		Good at sports, ball skills and athletics		✓	
Writes well for a variety of purposes	✓			Skilled dancer and expressive mover	✓		
Skilled in oral communication			✓	Works with hands skilfully		✓	
Logical/Mathematical	R	S	F	Interpersonal	R	S	F
Enjoys problem solving in maths and science		✓		Sensitive to others' moods and feelings	✓		
Able to work with numbers in head	✓			Has good relationships with others	✓		
Able to reason logically			✓	Has leadership skills	✓		
Enjoys brainteasers and logic puzzles	✓			Works effectively in groups	✓		
Good problem solver—deductive thinker		✓		Good listener and reads body language	✓		
Visual/Spatial	R	S	F	Intrapersonal	R	S	F
Enjoys mazes and visual puzzles				Understands self well	✓		
Likes computer graphics			✓	Able to set goals and monitors self	✓		
Able to find way around and reads maps			✓	Aware of own feelings and moods		✓	
Able to create artistic designs			✓	Able to regulate own behaviour	✓		
Good at assembling and building from plans				Reflects accurately on own behaviour		✓	
Musical/Rhythmic	R	S	F	Naturalist	R	S	F
Skilled in playing a musical instrument	✓			Sensitive to environmental conditions		✓	
Sensitive to rhythm, pitch, tunes and melody		✓		Enjoys outdoor pursuits, camps and hikes			✓
Sings in tune		✓		Enjoys gardening and plant care	✓		
Appreciates and enjoys music	✓			Skilled with animals			
Has a strong emotional connection to music	✓			Classifies plants, animals and ecologies	✓		

Adapted from *If the shoe fits ... : How to develop multiple intelligences in the classroom* by Carolyn Chapman. © 1993 by IRI/Skylight Training and Publishing, Inc.

When asked how he could learn the best
and what might help him learn the most -
Gifted education and higher order thinking: Improving learning outcomes for every student
"smartstart cereal."

RESOURCE NOTE 3

What am I?

(For student to fill in.)

Read each statement. Put a tick in the box if the sentence is true. The selection with the most ticks will be your strongest intelligence and your preferred way of learning.

- ☐ I like to work outdoors.
- ☒ I enjoy sorting things into groups.
- ☐ I like to talk about environmental issues.
- ☒ Animals are important to me.
- ☒ I like setting up science experiments.
- ☐ I am happy when we study about biology or zoology.
- ☒ My favourite television programs are about nature.
- ☒ If you were giving me a present, I would like a microscope.
- ☒ My favourite subject is science.

What am I?

I AM A NATURALIST LEARNER

- ☐ I like to learn step by step.
- ☒ I enjoy solving problems.
- ☐ I like to explain how things work to people.
- ☐ Working with numbers is fun.
- ☒ I like setting up science experiments.
- ☐ I am happy when things seem logical.
- ☐ My favourite television programs are documentaries.
- ☐ If you were giving me a present, I would like a board game.
- ☐ My favourite subjects are mathematics and science.

What am I?

I AM A LOGICAL/MATHEMATICAL LEARNER

- ☐ I really like reading.
- ☐ I like to write stories and poems for others to read.
- ☒ I know the meanings of many words.
- ☐ I enjoy crosswords and word searches.
- ☒ I like telling stories, jokes and riddles.
- ☐ I like making speeches and giving presentations
- ☒ My favourite television programs have witty scripts. *lots of jokes*
- ☐ If you were giving me a present, I would like a book.
- ☐ My favourite subject is English.

What am I?

I AM A VERBAL/LINGUISTIC LEARNER

- ☒ I like drawing and painting.
- ☒ I enjoy making models.
- ☒ I like using pictures and diagrams to learn.
- ☒ I can 'see' the finished product in my mind.
- ☐ Colour is important to me.
- ☒ I can draw maps from memory.
- ☒ I prefer television programs involving art and craft demonstrations.
- ☐ If you were giving me a present, I would like a jigsaw puzzle.
- ☐ My favourite subject is art.

What am I?

I AM A VISUAL/SPATIAL LEARNER

Adapted from Wood, B. & Jorgensen, G. (1994) *A treasure chest for teachers and children too: Themes to foster multiple intelligences*, Dalby, Qld, Heads Together

RESOURCE NOTE 4

Ways in which children are intelligent

(For parents to fill in.)

Tick the box for each statement that is true about your child. The section with the most ticks will indicate the strongest intelligence and preferred way of learning.

Verbal/Linguistic—Rapt in words

- ☒ has an extensive vocabulary
- ☐ knows stories very well and memorises storylines
- ☐ enjoys word games
- ☒ spends time with books
- ☐ tried to write stories from an early age
- ☒ enjoys jokes and riddles
- ☒ speaks fluently and confidently on a range of topics
- ☐ loves the sound of words
- ☒ likes to practise using new words
- ☐ likes to spell words correctly

Logical/Mathematical—Rapt in numbers

- ☐ sorts and classifies a range of objects
- ☒ can see patterns and can continue them
- ☐ makes and keeps collections
- ☒ likes to find out how and why things work
- ☐ follows logical steps
- ☐ likes order and stability
- ☐ enjoys working with numbers
- ☐ solves problems
- ☐ enjoys strategy games
- ☐ understands complex or abstract concepts such as time

Visual/Spatial—Rapt in art

- ☒ enjoys drawing and painting
- ☐ likes jigsaw puzzles and mazes
- ☐ has a good sense of colour
- ☐ continually wants to rearrange and redecorate
- ☐ observes minor changes (e.g. a new picture on the wall)
- ☐ has an excellent sense of direction
- ☐ interprets diagrams
- ☒ has a vivid imagination
- ☐ able to visualise situations
- ☐ very conscious of own appearance

Adapted from Wood, B. & Jorgensen, G. (1998) *RAPT in reading: Recipes for literacy success*, Dalby, Qld, Heads Together

4 Between module readings and activities

BMRs

Between module readings

Consider how the learning activities in the readings can be incorporated into your curriculum unit. Use the reflection sheet to record your thoughts.

BMAs

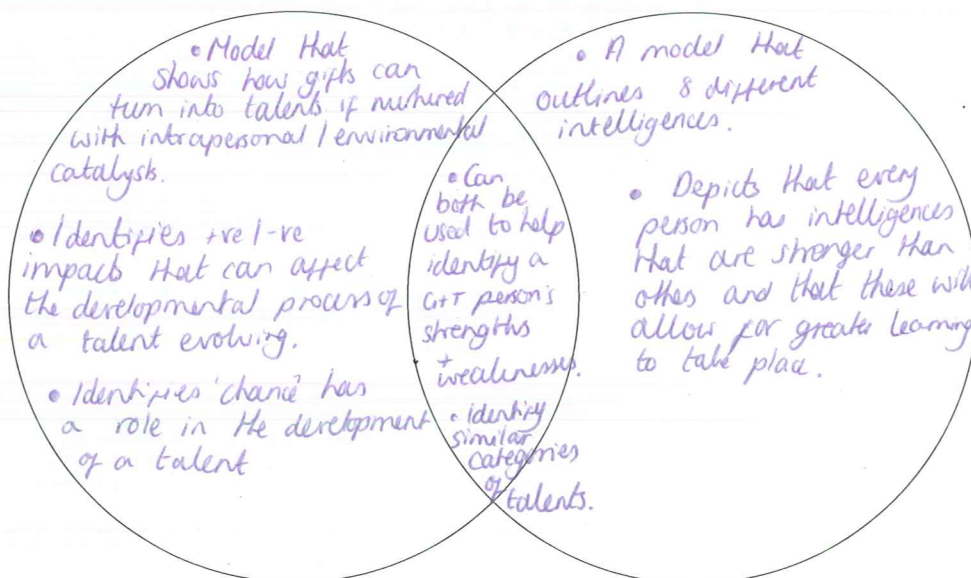
Between module activities

Continue work on the curriculum unit you have been recording on **Worksheet 8 in Module 3**. Analyse each learning activity and identify the dominant intelligence targeted, and any other intelligences targeted. Rewrite the learning activities to ensure they are rich and meaningful and targeting multiple intelligences. Also, check whether the learning outcomes need to be modified.

Use the Venn Diagram to compare and contrast Gagné's model of giftedness with Gardner's model of multiple intelligences.

Gagné's model of giftedness

Gardner's model of multiple intelligences



Complete **Resource Note 2** for your chosen gifted student. If possible, ask the student to complete **Resource Note 3** or the parent to complete **Resource Note 4**. Consider how to use this information to differentiate the curriculum for your gifted student.

Notes

REFLECTION SHEET

- All of the readings were particularly useful this week as they gave very clear and explicit ideas of how we can incorporate multiple intelligences into our curriculum planning. Additionally there were lots of ideas that were very much test based.
- Have realised that there are intelligences that we often expect children to use when working independently - verbal, logical + spatial. Some that are used maybe a couple of times a week in different curriculum subjects - interpersonal, bodily and those that aren't used particularly often - musical, naturalist and intrapersonal.
- I'd like to incorporate more of these intelligences into phonics sessions using Reading 3, and will focus on those we do little of at the moment.
- It's made me realise how often we cater for a verbal learner, perhaps against any other learner and how if this isn't your strongest intelligence how you'd find the curriculum, at times, pretty hard to access.
- I'd like to concentrate on 2 of my weakest intelligences - naturalist and intrapersonal, to support these learners more in the curriculum.